Individualized Paths for Learning

Guide to Educational Organization and Planning

Québec

Individualized Paths for Learning

Guide to Educational Organization and Planning

Direction générale des programmes
Direction de l'adaptation scolaire et des services complémentaires

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This guide to educational organization and planning is an optional document.

The contents are based essentially on field tests carried out by schools and school boards. It can thus be seen as a listing of the projects school boards and schools have undertaken with the Ministère as part of the development of individualized paths for learning.

This guide has been prepared by the Direction de l'adaptation scolaire et des services complémentaires.

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FOREWORD

The establishment of **individualized paths for learning**, from initial policy statements to final implementation, represents a cooperative effort on the part of the entire school system and the ministère de l'Éducation. This guide outlines the current status of the work being done in the field by the schools, the school boards and the Ministère.

This document is not intended to be the definitive statement on individualized paths for learning; it is, rather, one more step in the process of establishing the guidelines for their development. A project of this nature evolves over time, and therefore requires a continuing search for innovative ideas, and new approaches and solutions.

This guide is presented in this context. It is hoped that, combined with their own experience, it will help educators to develop individualized paths for learning that are appropriate to the particular situations in their schools or boards.

INTRODUCTION

This guide is designed as an instrument to assist educators in schools and school boards in the development of individualized paths for learning.

More specifically, the objectives of this document are as follows:

- To provide those responsible for organizing individualized paths at the school board level with relevant information concerning the process;

- To present various organizational models for individualized paths for learning;

- To propose a procedure for planning the teaching of mother tongue, second language and mathematics programs.

The guide is divided into three parts.

Part 1 contains general information. It provides working definitions of individualized paths for learning and a review of some of the provisions in the **Instruction 1987-1988** related to their administration.

Part 2 presents several organizational models, including information on the components of school organization affected by the setting up of individualized paths for learning. The development of these models was made possible through the collaboration of school boards involved in various innovative projects in the area of individualized paths for learning.

Part 3 suggests an approach for planning programs in mother tongue, second language, and mathematics. Developed for use in professional development activities, this approach consists of various planning procedures which could be used for young people following individualized paths, depending on the models adopted by the particular school board. One section provides practical suggestions on organizing workshops for education consultants, department heads, school administrators and non-teaching professionals. (Part 3 will be published separately.)

* * * * *

The three parts of the guide are intended to complement one another. They cover various aspects of teaching practices and organization which should be taken into consideration when planning individualized paths. Diagrams, tables and worksheets have been included throughout the document in an attempt to make it more practical.

It is important to remember that this guide is an optional document. There is no question of attempting to impose procedures or to establish a hierarchy of possible models. The format has been designed to facilitate periodic updating. It will thus be possible to add to the guide as new organizational models are field-tested in different schools and school boards, and as new directives are announced by the Ministère.

It should be noted that this document is based on the situation that prevailed in 1985-1986 and 1986-1987 (except for the section dealing with the Instruction 1987-1988). Readers should bear in mind that its provisions are subject to change and to further clarification.

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Part 1

GENERAL INFORMATION

Section I

Review of the Policy Statement on Individualized Paths for Learning

Definition and Guidelines

The definition proposed by the Ministère in its policy statement, which appeared in April 1986, reads as follows:

> Individualized paths for learning, made possible by adapting educational organization and teaching practices, constitute a specific response to the needs of pupils who, for various reasons, are unable to develop their potential fully in the regular paths leading to a Secondary Studies Diploma (DES) or a Vocational Studies Diploma (DEP).[1] Pupils will embark on these paths at different times, and for different lengths of time, depending upon their individual needs and circumstances.[2]

This definition suggests some guidelines which it would be useful to review:

- I.P.L.s[3] should make possible, and actively promote, integration into regular paths.
- The compulsory objectives of the programs are the same for all students.
- The students' previous achievements should be recognized: a simple matter of fairness.
- The organization of educational services and teaching practices should be adapted to the needs of the students.[4]

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[1] Translator's Note: These are now called the Secondary School Diploma (SSD) and the Secondary School Vocational Diploma (SSVD).

[2] Québec, ministère de l'Éducation, **Individualized Paths for Learning - Policy Statement**, Code 16-0000-14A (Québec, 1986), 4.

[3] Individualized Paths for Learning.

[4] **Individualized Paths for Learning - Policy Statement**, 15-19.

Section II

Working Definitions

The above definition and guidelines for individualized paths for learning provide the background for the definitions presented in this section. The definitions which follow are intended to be working definitions. Practical details have been added to the original definition to provide more information on the different ways in which these paths may be organized.

1. Definition of an Individualized Path for Learning

An individualized path for learning is a way of organizing secondary school education for a student who, for reasons of learning or adjustment difficulties, is behind in school by more than one year in mother tongue and mathematics, and requires special support measures to supplement his/her basic education.

This mode of educational organization has the following characteristics:

Structure

Students in individualized paths are placed in one of the following:[1]

- A regular class with participation in a resource class. **The student is integrated into a regular class for over half of his/her time in school.** For some activities (for instance, mother tongue and/or mathematics) totalling over three hours per week, he/she is placed in a class with a limited enrollment.
- A special class made up of students with a single major category of difficulty.
- A special class made up of students with more than one major category of difficulty.
- A special school in which over 50% of the students are identified as having difficulties.
- A reception centre.

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[1] See Categories II to VI in the document entitled **Effectifs scolaires de l'organisme d'enseignement 1986-1987; Données complémentaires relatives aux élèves fréquentant un établissement d'enseignement à temps complet le 30 septembre**, Québec, ministère de l'Éducation, Direction de la gestion des données, Guide for 62-1023 and 62-1023 P (Code 62-1028) (Québec, 1987).

Group sizes are limited for resource classes, special classes, special schools and reception centres.

Special arrangements in school organization are made for I.P.L. students. For example:

- program distribution different from that used in regular paths;
- flexible timetable;
- special support and supervision measures.

Course Content and Teaching Practices

Students benefit from teaching that is adapted to their needs, based on the official programs provided for in the **Regulation Respecting the Basis of Elementary and Preschool Organization** and the **Regulation Respecting the Basis of Secondary School Organization.** [1] These may be secondary school programs or, in some cases, elementary school programs for those students who are the furthest behind in mother tongue, second language and mathematics.

Length of Time Spent in Individualized Paths

Students, depending on how far behind they are and the nature of their needs, may follow temporary or continuous individualized paths. These paths are described below.

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[1] Québec, ministère de l'Éducation, **Regulation Respecting the Basis of Elementary and Preschool Organization,** Code 16-0063-01A (Québec, 1983). Québec, ministère de l'Éducation, **Regulation Respecting the Basis of Secondary School Organization,** Code 16-0062-01A (Québec, 1983).

2. Definition of a Temporary Individualized Path for Learning

A temporary individualized path for learning is designed to enable a student to integrate into a regular path leading to a Secondary School Diploma, a Secondary School Vocational Diploma, or a Secondary School Vocational Certificate.

Explanatory Notes

It is suggested that this path be used for students who, because of learning and adjustment difficulties, are behind in school by more than one year, but less than two, in mother tongue and mathematics. Depending upon the assessment made by educators in schools, this path may also be followed by students who are even further behind in these basic subjects.

A temporary individualized path may be offered to students when they enter secondary school. It can also be offered to students who return to school after having been out of the system for some time.

A temporary individualized path can vary in length depending on the needs of the student in question.

A temporary individualized path is **separate and distinct** from the teaching support measures offered to students in regular paths, measures which correspond to "Category I" in the document entitled **Effectifs scolaires de l'organisme d'enseignement 1986-1987; Données complémentaires relatives aux élèves fréquentant un établissement d'enseignement à temps complet le 30 septembre.** Category I is defined as follows:

> Integration into a regular class with support for the teacher and the student. The student is integrated into a regular class for most of his/her time at school. A specialist (e.g. free-flow teacher, speech therapist) works with students individually or in small groups, in or outside the classroom for up to three hours per week.[1]

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[1] Translator's note: This citation is a free translation.

3. Definition of a Continuous Individualized Path for Learning

A continuous individualized path for learning is designed to enable students to achieve social and vocational integration. At the end of a continuous I.P.L., students receive official attestations of their achievements.

Explanatory Notes

It is suggested that these paths be offered to students who, because of learning and adjustment difficulties, are more than two years behind in mother tongue and mathematics.

These students normally remain in continuous I.P.L.s for their entire time in secondary school. However, the possibility that some students may be integrated into regular paths should not be excluded.

4. Individualized Paths for Learning for Young People 16 Years of Age and Over

Some ideas are outlined in Part 2, Section 2 of the guide concerning the development of a definition for this type of individualized path for learning. A task force formed by the Ministère is currently working on a policy statement for young people 16 years of age and over who are no longer eligible for regular paths. This policy statement should be available for schools and school boards within the next few months.

Section III

Students Who Are Eligible for Individualized Paths for Learning

1. Students Defined in the Policy Statement as Eligible for Individualized Paths

According to the policy statement of the Ministère, individualized paths are intended for:

- pupils who have fallen behind in English, French and mathematics;
- pupils in the regular path leading to a SSD or SSVD who, along the way, develop learning difficulties in one or more subjects;
- pupils with personal, family, or social problems which seriously affect their attendance at school, making it impossible for them to keep up the pace of learning required in the regular path . . .;
- pupils who decide to return to school after being out of the system for some time;
- gifted and talented pupils who need enrichment to supplement their basic education;
- pupils with a specific physical condition or handicap who require flexible instructional organization that will enable them to benefit from special services and rehabilitation measures.[1]

2. Categories of Students Covered by This Organizational Guide

The above-mentioned students can be divided into two main categories: students who, for various reasons, have fallen behind in school, and students who are considered "gifted and talented." As indicated in the "working definitions" in the preceding section, this guide is concerned only with students in the first group. **Measures for gifted and talented students are not discussed in this document.**

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[1] **Individualized Paths for Learning - Policy Statement**, 6-7.

There are basically two reasons for this:

- The ministère de l'Éducation, in its document on gifted and talented students,[1] emphasized that the policies suggested were **preliminary proposals.** The Ministère may decide at a later date to issue more specific policies, following studies conducted in collaboration with schools and school boards.

- Students with learning difficulties urgently require implementation of individualized paths. According to many educators in the system, it is essential to do everything possible to help these students succeed in school and eventually integrate into regular paths. The introduction of new vocational education branches with higher general requirements makes this all the more necessary.

The organizational models presented in Part 2 of this guide also provide information on how to identify candidates for I.P.L.s. This information is based on the situation in 1985-1986.

3. Individualized Paths for Learning and Students with Learning and Adjustment Difficulties

Since the concept of "individualized paths for learning" was introduced, three questions have frequently been asked:

- **Are I.P.L.s also intended for students with learning and adjustment difficulties?**

  The answer is yes, **individualized paths will be offered to students with learning and adjustment difficulties who fit into the categories specified in the working definitions in Part 1** (pp. 11, 13, and 14).

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[1] Québec, ministère de l'Éducation, Direction générale du développement, Service de l'adaptation scolaire, **Gifted and Talented Students at School - Current Situation and Proposed Developments,** Code 28-1741A (Québec, 1985).

Obviously, not all students with learning and adjustment difficulties will necessarily follow individualized paths as they will not all have fallen behind in school. It should be kept in mind that some of them are in the regular path leading to a SSD and receive special education services within this path.

- **Does the fact that individualized paths will be organized for students with learning and adjustment difficulties mean it will no longer be necessary to identify students with special needs?**

  The answer is **no.** For the purpose of organizing resources, these students must continue to be identified, regardless of the path they follow. It should be remembered that an individualized path for learning refers to a mode of educational organization, whereas the expression "learning and adjustment difficulties" is used to define students with distinctive characteristics.

- **Will students with moderate or severe intellectual disabilities follow individualized paths for learning?**

  The answer is yes[1]. The Ministère does not intend to create a new term to identify a mode of educational organization designed for these students.

  However, the paths followed by these young people are distinct from other paths, particularly with regard to learning content, which may be determined on the basis of the programs designed specifically for these students.

4. Provisions Concerning the Identification of Students Eligible for I.P.L.s

The Ministère is now in the process of specifying ways and means of identifying young people who should follow individualized paths for learning. The rules for forming groups, assigning teaching personnel, and allocating resources will be based on these procedures. These provisions will be made available to schools and school boards as soon as possible.

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[1] Data gathered by the Ministère on the numbers of students in I.P.L.s in 1986-1987 does not include students with moderate or severe intellectual disabilities. This is a period of transition, and future statistics will include these students.

Section IV

Instruction 1987-1988
Provisions Relating to the Organization of Individualized Paths for Learning

The **Instruction**[1] deals with the organization of educational activities in preschool, elementary, and secondary school for each school year. It consists of a set of instructions for implementing the **Regulation Respecting the Basis of Elementary and Preschool Organization** and the **Regulation Respecting the Basis of Secondary School Organization.**

Not all the provisions and information concerning individualized paths for learning are reproduced here, but some which have a particular bearing on the organization of individualized paths are noted. The **Instruction** should be consulted for further information.

The tables on the following pages are divided into three parts:

- A selection of passages from the **Instruction** is given under the heading "Summary of Provisions." Quotation marks are used when the text is quoted directly.

- Other relevant information is included under the heading "Additional Information." Quotation marks are used when this is quoted from the **Instruction.**

- The numbers of the provisions in the **Instruction** and the corresponding page numbers are indicated under the heading "Instruction Reference."

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[1] Québec, ministère de l'Éducation, **L'organisation des activités éducatives au préscolaire, au primaire et au secondaire; Instruction 1987-1988,** Code AE-10-87-01 (Québec, 1986).

Instruction Reference	Summary of Provisions	Additional Information
1. Individualized Paths for Learning and the Distribution of Subjects		
3.2.2 page 22	"The organization of individualized paths for learning is compulsory in Secondary II as of September 1, 1987, and optional and desirable in the other levels (second cycle)."[1]	"The organization of individualized paths for learning has been compulsory in Secondary I since September 1, 1986."
11.3 page 63		"In 1987-1988, technical exploration courses in Secondary II will be abolished. The decision to phase out these courses is an integral part of the changes planned for short vocational programs." This decision is also integral to the organization of individualized paths for learning.
3.2.1 page 20	This provision specifies that the school board has the power to change the teaching time allocated for each credit (normally 25 hours) "provided it ensures that the compulsory objectives are met and that the compulsory conceptual content in the curricula is acquired."*	As shown by the models in Part 2 of this document, schools and school boards often make use of this provision to set up individualized paths. This leeway makes a variety of course schedules possible, as illustrated in Part 3 of this guide which deals with instructional planning. It also facilitates the scheduling of courses in manual and technical education (see **2. Programs** below).

1 Translator's Note: Quotations in this section are free translations unless marked with an asterisk. Those marked with an asterisk are direct quotations from the **Regulation Respecting the Basis of Secondary School Organisation.**

Instruction Reference	Summary of Provisions	Additional Information
3.2.1.1 page 21	This provision presents in table form the list of compulsory subjects and the corresponding number of credits for each year of Secondary School. In Secondary I, there is time in the schedule for a two-credit optional course.	Appendix I of the **Instruction** (page 77) gives the list of general education programs which may be offered as optional courses in secondary school. This list includes the experimental programs in manual and technical education (see **2. Programs**)
2. Programs		
2.1 pages 2 and 3	"Programs for both the compulsory and optional subjects are authorized by the Minister. They include compulsory objectives. School boards should adapt the optional content of the programs to meet the needs of their students, in keeping with their own priorities." These programs are intended for all students "including disabled students and students with learning and adjustment difficulties. It should be noted, however, that specific programs have been approved by the Minister for students with moderate mental disabilities."	With regard to instructional planning, Part 3 of this guide includes a variety of possible approaches to use in adapting programs in keeping with this provision. In addition, several other curriculum guides and documents (including **Adaptation of Teaching** - Code 16-0000-06A) present various ways of adapting programs to teaching students with special needs. These documents are listed in **The Schedule for the Implementation of the New Programs and the List of the Curriculum Guides**, May 1986 (Code 16-0071A).

Instruction Reference	Summary of Provisions	Additional Information
2.6 page 16	This provision specifies the programs for moderately intellectually disabled students.	
3.2.2 page 22		"Programs in manual and technical education are intended **primarily** for students following individualized paths for learning. These programs are designed to develop manual and technical skills and emphasize learning activities that integrate a variety of subjects. Because of subject integration each program requires 100 hours of instruction and corresponds to 2 credits. However, depending upon the type of organization selected, school boards may allocate this time differently provided they ensure that the compulsory objectives of these programs are attained and their related content learned." It should be remembered that these programs are considered experimental and that school boards wishing to use them must obtain authorization (**Instruction**, Appendix I, page 78).

Instruction Reference	Summary of Provisions	Additional Information
3. Teaching Materials		
7.2 page 54	This provision lists the documents containing information for schools and school boards on authorized teaching materials: - **List of Teaching Materials Authorized by the Minister of Education for General Education at the Secondary Level 1987-1988** (Code 16-4052-19A). - **Supplement Updating the List of Authorized Teaching Materials . . . for the Secondary Level** (Code 16-4337A).	These publications also provide information on teaching materials authorized for use with the new programs, and intended for students following individualized paths for learning. In addition, the Ministère currently supports the research and development of teaching materials in mother tongue and mathematics for students following individualized paths for learning. Information on the status of the work and production schedule may be obtained from the Direction du matériel didactique.
7.3 page 54	"School boards that produce teaching material similar to the basic teaching material, which can be used as textbooks by its regular students, must meet the criteria established for publishers and must submit their material to the Bureau d'approbation du matériel didactique de la Direction du matériel didactique."	

Instruction Reference	Summary of Provisions	Additional Information
4. Evaluation and Certification		
4. Page 23	"Attainment of program objectives by students should be evaluated as prescribed by the school board and the Minister within the framework of their respective responsibilities."	All provisions of the **Instruction** concerning evaluation and certification apply to the organization of individualized paths. The models in the second part of this guide suggest some evaluation approaches which might be explored. Evaluation of mother tongue, second language, and mathematics programs is analyzed in the third part which focuses on planning (published under separate cover.)
4.1.2.3 page 26	This provision deals with the school report in secondary school, specifying that "the school board must ensure that the parents of each pupil receive a written evaluation of his school achievement and behaviour at least 5 times a year, the first arriving in October at the latest. At least 4 of these evaluations are school reports made in accordance with the rules prescribed by the Minister."* The information provided by the report should include, for each subject, "the results recorded during the year expressed as a percentage, as a mark (letter or number) or as a comment. These results must:	

Instruction Reference	Summary of Provisions	Additional Information
4. Evaluation and Certification (Cont'd)		
4.1.2.3 page 26 (cont'd)	- either rank the student in relation to a group . . .; - or rank the student in terms of the learning objectives of the program; in this case, the comment, mark, or percentage should reflect the degree to which the student has achieved these objectives."	For those individualized paths in which the programs are distributed differently, the second alternative is particularly useful. Firstly, it emphasizes formative evaluation, which is especially appropriate for students who are behind in school. Secondly, it favours the development of descriptive school reports, a practice which may be used to advantage in evaluating programs spread over a period of more than one year. The program distribution tables in Part 3 of this guide provide information on this subject.
4.2.3.1 page 29	This provision deals with the respective responsibilities of school boards and the Ministère with regard to the recognition of credits.	The student following an individualized path for learning who attains all of the compulsory objectives of an official program also receives credits for that program. In addition, the Ministère has made the attestation form **Recognition of Educational Achievement** (Code 16-7708A) available to schools and school boards. This form may be used for students who leave school without obtaining a Secondary School Diploma, a Secondary School Vocational Certificate, or a Secondary School Vocational Diploma.

Instruction Reference	Summary of Provisions	Additional Information
5. Special Education and Student Services		
5. page 41	"It is the school board's task to provide the student services for which the ministère de l'Éducation is responsible and to draw up agreements with relevant agencies regarding services which come under the jurisdiction of other ministries. "School boards will develop the plans of activities for each area of intervention of student services." These include: - encadrement (support and supervision) of students; - academic and vocational guidance; - job search services; - psychological services; - psychoeducation services; - school health and social services.	The plan of activities developed by the school board should take into consideration the needs of students following individualized paths for learning. In addition to **School: A Place to Grow: Organizational Framework for Student Services** (Code 28-1795A), an activity guide for psychological services (Code 28-1849), a guide concerning health services (Code 51-3747), and another for social services (Code 51-3748) are currently available. Documents relating to other areas of intervention are currently being prepared. The models in Part 2 of this guide include Student Services.
6.1 page 44	"The school board should develop a special education services policy for physically disabled students or children with learning and adjustment difficulties."	Individualized paths for learning, organized for disabled students or children with learning and adjustment difficulties **who are behind in school**, may constitute one element of the special education services policy.

Instruction Reference	Summary of Provisions	Additional Information
5. Special Education and Student Services		(Cont'd)
6.1 page 44 (cont'd)	This provision specifies that the school board "must also consult the teachers in accordance with their collective agreement when developing, implementing, and applying its special education services policy" for these students.	Consultation with teachers on the development and implementation of individualized paths for learning will help to ensure their success.
6.1 pages 45-51	This provision concludes with definitions of the "major categories" of disabled students and students with learning and adjustment difficulties.	

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Part 2

ORGANIZATION OF INDIVIDUALIZED PATHS FOR LEARNING

Section I

Planning the Organization of Individualized Paths for Learning

1. Building on Acquired Expertise

The organizational models for I.P.L.s included in this document are intended for educators in schools and school boards who are directly involved in the organization of educational services for students with special needs, whether academic or behavioural.

These models are neither exhaustive nor definitive; they are presented by the ministère de l'Éducation to help educators consider various possible avenues for organizing I.P.L.s that are adapted to different groups of students.

Some school boards have already blazed the trail in the area of I.P.L.s, and those responsible for educational organization in other schools and school boards can now make use of this acquired expertise, either to help them define their own formulas for I.P.L.s, or to further develop existing models.

The suggested models are based on research and development projects on I.P.L.s that were conducted by the Ministère in cooperation with various school boards in 1985-1986. They are more a synthesis of the models developed rather than a complete list.

The analysis of the field research done by school boards has brought to light an important aspect of the process of developing models for I.P.L.s, that is, that the definition of any organizational model, including the determination of specific content for the particular type of path, must be combined with the definition of the precise context and conditions under which the model will be implemented.

It is also evident from the results of the research that each school or school board should develop its own operational procedure for the organization of I.P.L.s. Some of the factors that should be taken into consideration are discussed below.

2. Adopting an Operational Procedure for the Organization of I.P.L.s

The interrelationships among the various components of any organizational model for I.P.L.s make it essential that a given school or school board adopt a systematic approach when it is developing its own functional model for individualized paths for learning. The organization of I.P.L.s is always a complex process requiring a comprehensive approach, and the expert assistance of a variety of resource persons.

In any planning procedure for I.P.L.s, certain **basic elements** should be taken into consideration, including the need:

- **To properly identify the various target groups of students by** adopting adequate diagnostic instruments, specifying the distinctive characteristics of these students, and assessing their particular difficulties and overall needs.

- **To clearly determine,** in developing an organizational model for I.P.L.s, **educational objectives** that are consonant with the orientations adopted by the Ministère.[1]

- **To develop an organizational framework for I.P.L.s** which can provide a coordinated set of services designed to meet the emotional and cognitive needs of each group of students. For this purpose, it is important:

  - **To specify the educational services required** by the different groups of students;

  - **To define procedures for implementing I.P.L.s:** formation of groups of students, and instructional planning, including adaptation of schedules, program distribution, procedures for evaluating students, recognition of previous achievements, etc.;

  - **To specify required conditions:** teaching approaches and remedial strategies to be adopted, organization of space, educational support structures related to the encadrement (support and supervision) of students, methods of integrating students into their school community;

  - **To plan student services** required - remedial services, professional counselling, etc.

- **To plan the allocation of human and material resources** for the measures adopted.

- **To define an implementation strategy** for the planned modifications, in particular, by involving school teams in the administration of these changes.

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[1] Québec, ministère de l'Éducation, **Individualized Paths for Learning - Policy Statement,** Code 16-0000-14A (Québec, 1986).

- **To develop support procedures for the various persons involved** to help them to effectively adapt to the changes, for instance, planning adequate professional development for teachers and continued support for their interventions with students.

3. I.P.L. Models Adapted to Different Groups of Students

The I.P.L. models described in detail below are divided into three specific categories which correspond to the definitions given previously in this document.

- **Temporary I.P.L.s**

  Three of the proposed models are designed to enable students to reintegrate into regular paths in either Secondary II or III. They involve:

  - extending the first cycle of secondary school over three years;
  - extending Secondary I programs over two years, combined with remedial work to help students attain the end-of-elementary-school objectives of certain programs;
  - extending Secondary II programs over two years, combined with remedial work to attain Secondary I objectives in certain programs (applying the subject promotion principle).

- **Continuous I.P.L.s**

  In this model, students remain in the I.P.L. throughout secondary school. The goal is to achieve the social and vocational integration of students.

- **I.P.L.s for Students 16 Years of Age and Over**

  No models for students 16 and over are included here, because this type of path is currently in the research and development stage. Several school boards, however, are working together on various projects in this area. A few avenues for exploration are suggested to provide direction for schools and school boards in organizing this type of individualized path until models for this category are available.

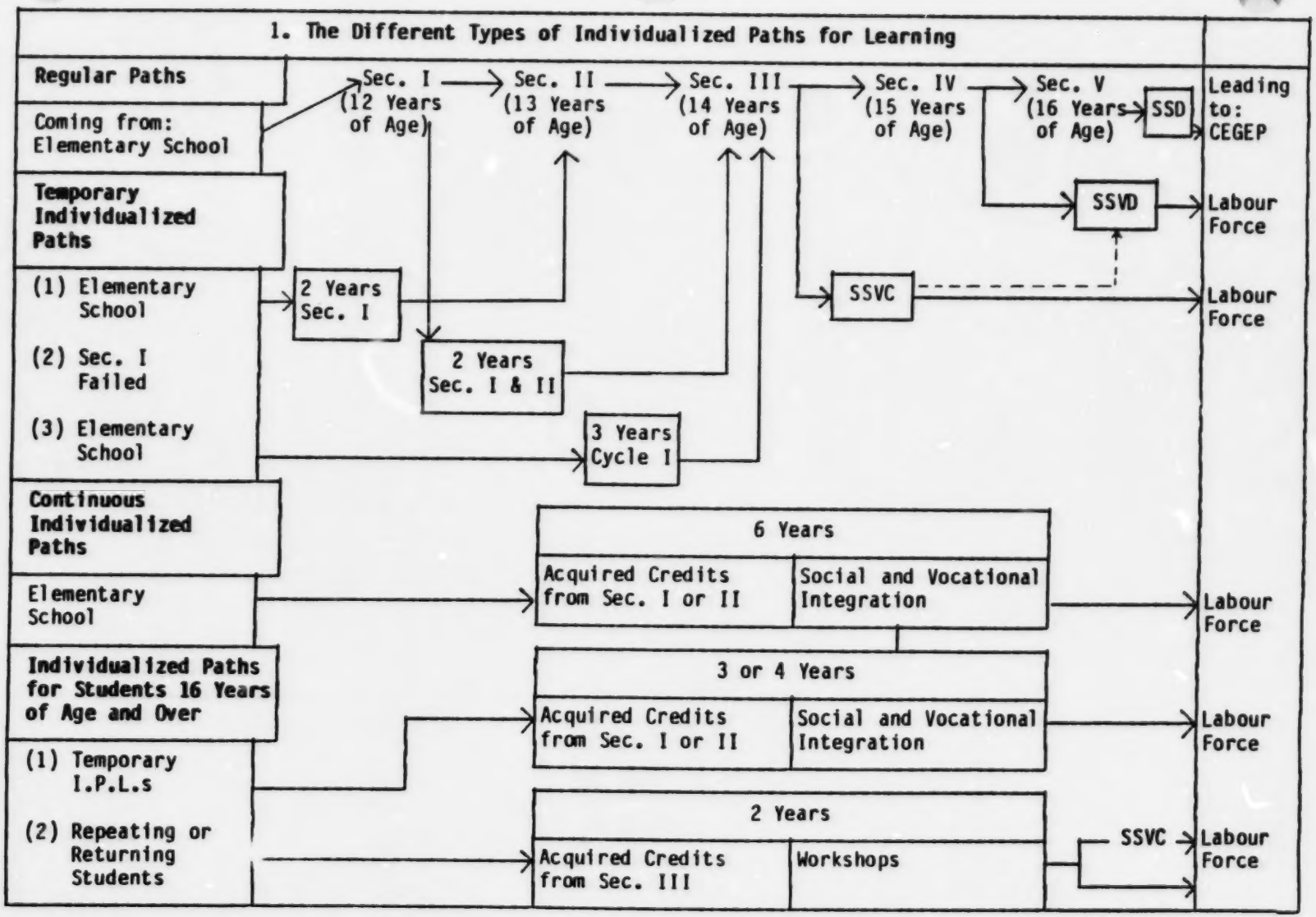
The models are described in summary form with emphasis on the interrelationship of all the factors considered essential to the internal cohesion of the mode of organization and the effectiveness of the planned educational services in meeting the specific needs and objectives of various groups of students. The uniform presentation of the models makes it easier to locate specific information for purposes of comparing the models and identifying similiarities and differences.

School boards that collaborated in developing a particular model or field-tested a similar one are mentioned. School boards which developed one or more components of a model are also identified.

Note: The timetables developed for some of the models will have to be adjusted in accordance with the stipulations of the recently modified **Regulation Respecting the Basis of Secondary School Organization,** with regard to decreasing the teaching time for the compulsory course in **Career Choice Education** and increasing the time for **Physical Science.**

Section II

Descriptions of Models for Individualized Paths


1. The Different Types of Individualized Paths for Learning
Regular Paths
Coming from: Elementary School
Sec. I (12 Years of Age)
Sec. II (13 Years of Age)
Sec. III (14 Years of Age)
Sec. IV (15 Years of Age)
Sec. V (16 Years of Age)
SSD
Leading to: CEGEP
Temporary Individualized Paths
(1) Elementary School
(2) Sec. I Failed
(3) Elementary School
2 Years Sec. I
2 Years Sec. I & II
3 Years Cycle I
SSVD
SSVC
Labour Force
Continuous Individualized Paths
Elementary School
6 Years
Acquired Credits from Sec. I or II
Social and Vocational Integration
Individualized Paths for Students 16 Years of Age and Over
(1) Temporary I.P.L.s
(2) Repeating or Returning Students
3 or 4 Years
2 Years
Acquired Credits from Sec. III
Workshops

2. Organization of Temporary Individualized Paths for Learning - Proposed Models

First Model

Field-tested by: C.S. de Beauport
C.S. Côte-de-Beauprẽ
C.S. des Monts
C.S. Davignon
Eastern Townships School Board

Components	Description
1. Type of Individualized Path	Temporary I.P.L. in which the first cycle is spread over three years.
2. Objectives	° To consolidate elementary school learning in mother tongue and mathematics. ° To attain Secondary I and II program objectives in all subjects over a three-year period. ° To enable students to integrate into a regular path in Secondary III.
3. Identification of Students	
3.1 Background	° Students aged 13 leaving elementary school who are behind by one or two years in mother tongue and mathematics. ° Students with mild learning and adjustment difficulties.
3.2 Sources of Information	° School Report. ° Final examinations in mother tongue and mathematics. ° Balanced assessment profile. ° Psychometric tests. ° Case studies and recommendations by the staff of the school of origin.

Components	Description
4. Instructional Organization	
4.1 Formation of Groups	° First Option: Closed group with a limited enrollment in each subject. ° Second Option:[1] . Closed group with limited enrollment in mathematics and mother tongue. . Open groups and, as far as possible, integration of students into regular path groups in other subjects.
4.2 Student-Teacher Ratio	° Ratio established by each school board, in accordance with rules for forming groups of students deemed to have "learning difficulties." ° In general, each group has an average of 18 students.
4.3 Timetable	° 6-day cycle made up of 36 periods of 50 minutes, or the equivalent. ° First Option:[2] Characteristics: . Increase in teaching time in mother tongue, mathematics, and second language. . Concentration of subjects into a shorter period of time than normally allocated for certain elementary school programs (½ year per program). . Extension of certain programs over more than one year (1½ years per program). . Postponement of certain programs to second or third year of I.P.L.

Note: See the following example.
Translator's Note: The examples on the following pages are presented both with their original French content and as they could be adapted to the English system.

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[1] C. S. Davignon.

[2] C.S. de Beauport and C.S. Côte-de-Beaupré adopted a similar model.

Example: Original French Model

1st Year			2nd Year			3rd Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
8	Français 6e 130-116	-	8	Français 130-116* 130-216	6	8	Français 130-216	6
8	Mathéma-tique 6e 064-116	-	8	Mathéma-tique 064-116* 064-216	6	8	Mathéma-tique 064-216	6
6	Anglais 6e 134-114	-	6	Anglais 134-114* 134-214	4	6	Anglais 134-214	4
2	E.R.C 6e 072-112 ou F.M. 6e 076-112	-	2	E.R.C 076-112* 072-212 ou F.M. 076-112*	2	2	E.R.C 072-212 ou F.M. 076-212	2
2	Éd. physique 6e 044-112	-	2	Éd. physique 044-112* 044-212	2	2	Éd. physique 6e 044-212	2
2	E.C.C. 106-111	1	2	F.P.S. 115-111	1	1	F.P.S. 115-211	1
4	Écologie 039-114	4	4	Géog. générale 092-114	4	1	E.C.C. 106-211	1
4	Musique 165-114	4	4	Arts plastiques 180-114	4	4	Historie générale 085-214	4
						4	Écon. familiale 120-214	4
36		9	36		29	36		30

Key: E.R.C.: Enseignement religieux catholique
F.M.: Formation morale
E.C.C.: Éducation au choix de carrière
F.P.S.: Formation personnelle et sociale

* Credits for this subject obtained in second year of the path.

Example:

English Adaptation

1st Year			2nd Year			3rd Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
8	English Language Arts Level 6 630-116	-	8	English Language Arts 630-116* 630-216	6	8	English Language Arts 630-216	6
8	Mathe-matics Level 6 564-116	-	8	Mathe-matics 564-116* 564-216	6	8	Mathe-matics 564-216	6
6	French Second Language Level 6 634-114	-	6	French Second Language 634-114* 634-214	4	6	French Second Language 634-214	4
2	C.R.M.I. Level 6 572-112 or P.M.R.E. Level 6 574-112 or Moral Ed. Level 6 576-112	-	2	C.R.M.I. 576-112* 572-212 or P.M.R.E. 574-112* 574-212 or Moral Ed. 576-112* 576-212	2	2	C.R.M.I. 572-212 or P.M.R.E. 574-212 or Moral Ed. 576-212	2
						2	Phys. Ed. 544-212	2
2	Phys. Ed. Level 6 544-112	-	2	Phys. Ed. 544-112* 544-212	2	1	P.S.E. 615-211	1
2	C.C.E. 606-111	1	2	P.S.E. 615-111	1	1	C.C.E. 606-211	1
4	Ecology 539-114	4	4	General Geography 592-114	4	4	General History 585-214	4
4	Music 665-114	4	4	Visual Art 680-114	4	4	Home Economics 620-214	4
36		9	36		29	36		30

Key:
- C.C.E.: Career Choice Education
- P.S.E.: Personal and Social Education
- C.R.M.I.: Catholic Religious and Moral Instruction
- P.M.R.E.: Protestant Moral and Religious Education

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* Credits for this subject obtained in second second year of the path.

Components	Description
4.3 Timetable (Cont'd)	° Second Option:[1] Characteristics . Increase in teaching time in mathematics and second language - extending these programs over more than one year (1½ years per program) in Secondary I.[1] . Concentration of subjects into a shorter period of time than normally allocated for certain programs - programs covered in one third of the school year. . Postponement of certain programs to the second or third year of the I.P.L.

Note: See the following example.

[1] The C.S. Davignon adopted a similar model.

Example:

Original French Model

1st Year			2nd Year			3rd Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
8	Français 6e 130-116	-	8	Français 130-116* 130-216	6	8	Français 130-216	6
8	Mathéma-tique 6e 064-116	-	8	Mathéma-tique 064-116* 064-216	6	8	Mathéma-tique 064-216	6
4	Anglais 6e 134-114	4	4	Anglais 134-214	4	4	Histoire générale 085-214	4
2	E.R.C 6e 072-112 ou F.M. 6e 076-112	2	2	E.R.C 076-212 ou F.M. 076-212	2	2	E.C.C 106-111 106-211	2
2	Éd. physique 6e 044-112	2	2	Éd. physique 044-212	2	4	Sciences physiques	4
	1/3 F.P.S 115-111 115-211	2	4	Écologie 039-114	4	4	Arts plast. 180-214	4
6	1/3 Arts plast. 180-112	2	4	Écon. familiale 120-214	4	6	Pér. de soutien à certaines matières (hist./ sciences physiques) Enrichis-sement	-
	1/3 Musi-que 165-112	2	4	Pér. de soutien à certaines matières (angl./ géo.)	-			
4	Géog. 092-114	4						
2	Pér. de soutien à certaines matières (angl./ géo.)	-						
36		18	36		28	36		26

Key: E.R.C.: Enseignement religieux catholique
F.M.: Formation morale
E.C.C.: Éducation au choix de carrière
F.P.S.: Formation personnelle et sociale

* Credits for this subject obtained in second year of the path.

Example: English Adaptation

1st Year			2nd Year			3rd Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
8	English Lang. Arts Level 6 630-116	-	8	English Lang.Arts 630-116* 630-216	6	8	English Lang.Arts 630-216	6
8	Mathematics Level 6 564-116	-	8	Mathematics 564-116* 564-216	6	8	Mathe-matics 564-216	6
4	French Second Language 634-114	4	4	French Second Language 634-214	4	4	General History 585-214	4
2	C.R.M.I. Level 6 572-112 or P.M.R.E. Level 6 574-112 or Moral Ed. Level 6 576-112	2	2	C.R.M.I. 572-212 or P.M.R.E. 574-212 or Moral Ed 576-212	2	2	C.C.E. 606-111 606-211	2
						4	Phys. Science 557-224	4
						4	Visual Art 680-214	4
2	Phys. Ed. Level 6 544-112	2	2	Phys. Ed. 544-212	2			
	1/3 P.S.E 615-111 615-211	2	4	Ecology 539-114	4	6	Periods of sup-port for certain subjects (History/ Phys.Sc.)	-
6	1/3 Visual Art 680-112	2	4	Home Ec. 620-214	4			
	1/3 Music 665-112	2						
4	Geography 592-114	4	4	Periods of sup-port for certain subjects (Fr. 2nd Language/ Geography)	-		Enrich-ment	
2	Periods of sup-port for certain subjects (French 2nd Language/ Geography)	-						
36		18	36		28	36		26

Key:
- C.C.E.: Career Choice Education
- P.S.E.: Personal and Social Education
- C.R.M.I.: Catholic Religious and Moral Instruction
- P.M.R.E.: Protestant Moral and Religious Education

* Credits for this subject obtained in second year of the path.

Components	Description
4.4 Assignment of Teachers	° Instruction given by teachers in various fields. ° Possibility of decreasing the number of teachers each student sees through subject integration or concentration of teaching time in certain subjects.[1]
4.5 Organization of Space	° Mobility of groups within the school environment for all subjects and access to specialized facilities (laboratories, art rooms, etc.). ° In the area of encadrement (support and supervision activities), integration of groups of I.P.L. students with groups following regular paths within one Secondary I or II learning unit is a recommended measure to prevent marginalization of students and to foster their feeling of belonging to the school community. ° Use of a resource room for teaching mother tongue and mathematics to individual students or small groups.
4.6 Programs	° Students will cover the objectives and content of the official programs approved by the Ministère for elementary and secondary schools.
4.7 Adaptation and Planning of Teaching	
4.7.1 Teaching Approach	° Development of a teaching approach adapted to the needs of the students and using, where required, individualized and small group teaching strategies. ° Variety of teaching strategies designed to motivate students and modify certain behaviours.
4.7.2 Distribution of Program Content	° Distribution of each program's objectives and content, particularly when the program is extended to meet the aims of the organizational model.[2] Example: Concentrating the content of mother tongue and mathematics elementary programs into a half year to ensure attainment of end-of-elementary-school objectives, and extension of secondary programs over 1½ years to ensure attainment of Secondary II objectives.

[1] C.S. Davignon.

[2] C.S. des Monts.

Components	Description
4.7.3 Evaluation of Students	° Evaluation of students is closely correlated with instructional planning and is designed to assess students' progress in learning and their degree of attainment of program objectives. ° Forms and methods of evaluation: . Formative evaluation: - continuous; - using appropriate instruments (e.g. descriptive school report).[1] . Summative evaluation: - scheduled at the end of a program or unit; - use of measurement instruments identical to those used for students in regular paths (e.g. comprehensive examinations); - required for recognition of credits earned by the students in each subject; - results are recorded in each student's school report.
4.8 Teaching Materials	° Use of teaching materials which are consistent with the programs, are suitable for I.P.L. students, and have been approved by the ministère de l'Éducation.
4.9 Student Services	° Depending upon the staff and resources available in each school, an I.P.L. should generally be set up with the support of a multidisciplinary team working together to provide the students with a variety of student services, including: . remedial education services provided by free-flow teachers or in some other way.[2] . interventions by homeroom teachers or special education teachers. . Professional counselling by, for example: - psychologist, - guidance counsellor, - social worker, - health-care professional.

[1] C.S. des Monts and C.S. Davignon.

[2] C.S. Davignon.

Components	Description
4.10 Teacher Support	° Workshops and support for teachers to help them apply the means and strategies adopted by their schools for teaching groups of students following I.P.L.s. ° Instructional support provided for teachers with regard to: . the organizational structure of I.P.L.s adopted by the school, overall goals for the students following I.P.L.s, related student services; . defining the characteristics of students identified as having mild learning difficulties; . adaptation of teaching, teaching practices, and intervention measures as required to achieve the objectives identified; . instructional planning relevant to the type of I.P.L. implemented; . use of appropriate teaching materials; . evaluation of students' progress in keeping with the instructional plan for each subject.

Second Model

Field-tested by: C.S. de Le Gardeur

Components	Description
1. Type of Individualized Path	Temporary I.P.L. two years in length and adapted to students leaving elementary school.
2. Objectives	° To consolidate elementary school learning in mother tongue, mathematics and second language. ° To attain Secondary I program objectives in all subjects over a two-year period. ° To enable students to integrate into a regular path in Secondary II.
3. Identification of Students	
3.1 Background	° Students aged 13 leaving elementary school who are behind by one or two years in mother tongue and mathematics. ° Students with mild learning and adjustment difficulties.
3.2 Sources of Information	° School Report. ° Final examinations in mother tongue and mathematics. ° Balanced assessment profile. ° Psychometric tests. ° Case studies and recommendations by the staff of the school of origin.

Components	Description
4. Instructional Organization	
4.1 Formation of Groups	° First Option:[1] Closed group with a limited enrollment in each subject. ° Second Option: .Closed group with limited enrollment in all subjects where the program is spread over a specific period of time. .Open groups and as far as possible, integration of students into regular path groups in certain subjects.
4.2 Student-Teacher Ratio	° Ratio established by each school board, in accordance with rules for forming groups of students deemed to have "learning difficulties." ° In general, each group has an average of 18 students.
4.3 Timetable	° 6-day cycle made up of 36 periods of 50 minutes, or the equivalent. Characteristics:[1] . Increase in teaching time in mother tongue, mathematics, and second language. . Concentration of subjects into a shorter period of time than normally allocated for elementary school programs. . Extension of certain programs over more than one year (1½ years per program). . Postponement of certain programs to second or third year of I.P.L.

Note: See the following example.

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[1] C. S. de Le Gardeur

Example: Original French Model

1st Year			2nd Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
9	Français - fin du primaire	-	9	Français 130-116	6
9	Mathématique - fin du primaire	-	9	Mathématique 064-116	6
6	Anglais - fin du primaire 134-114	-	6	Anglais 134-114	4
2	E.R.C - fin du primaire 072-112 ou F.M. - fin du primaire 076-112	-	2	E.R.C 072-112 ou F.M. 076-112	2
2	Éducation physique - fin du primaire 044-112	-	2	Éducation physique 044-112	2
2	F.P.S. - fin du primaire 115-111	1	2	E.C.C. 106-111	1
2	Musique 165-112	2	2	Arts plastiques 180-114	2
4	Géographie gén. 092-114	4	4	Écologie 039-114	4
36		7	36		27

Key:
E.R.C.: Enseignement religieux catholique
F.M.: Formation morale
E.C.C.: Éducation au choix de carrière
F.P.S.: Formation personnelle et sociale

Example: English Adaptation

1st Year			2nd Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
9	English Lang. Arts - end of elementary	-	9	English Lang. Arts 630-116	6
9	Mathematics - end of elementary	-	9	Mathematics 564-116	6
6	French Second Lang. - end of elementary 634-114	-	6	French Second Lang. 634-114	4
	C.R.M.I. - end of elementary 572-112			C.R.M.I. 572-112	
	or			or	
2	P.M.R.E. - end of elementary 574-112	-	2	P.M.R.E. 574-112	2
	or	-		or	
	Moral Education - end of elementary 576-112			Moral Education 576-112	
2	Physical Education - end of elementary 544-112	-	2	Physical Education 544-112	2
2	P.S.E. - end of elementary 615-111	1	2	C.C.E. 606-111	1
2	Music 665-112	2	2	Visual Art 680-114	2
4	General Geography 592-114	4	4	Ecology 539-114	4
36		7	36		27

Key:
C.C.E.: Career Choice Education
P.S.E.: Personal and Social Education
C.R.M.I.: Catholic Religious and Moral Instruction
P.M.R.E.: Protestant Moral and Religious Education

Components	Description
4.4 Assignment of Teachers	° See Model No. 1 (4.4) - page 51.
4.5 Organization of Space	° See Model No. 1 (4.5) - page 51.
4.6 Programs	° See Model No. 1 (4.6) - page 51.
4.7 Adaptation and Planning of Teaching	° See Model No. 1 (4.7) - page 51.
4.8 Teaching Materials	° See Model No. 1 (4.8) - page 52.
4.9 Student Services	° See Model No. 1 (4.9) - page 52.
4.10 Teacher Support	° See Model No. 1 (4.10) - page 53.

Third Model

Field-tested by: C.S. de Le Gardeur

Components	Description
1. Type of Individualized Path	Temporary I.P.L. two years in length, and adapted for students who have failed Secondary I.
2. Objectives	° To consolidate Secondary I credits in mother tongue, mathematics and second language. ° To attain the minimum objectives for the first cycle of programs in all subjects. ° To apply the subject promotion principle for subjects passed in Secondary I and while in the I.P.L. ° To allow for the possiblity of integrating students who have failed Secondary II into the second year of this path. ° To enable students to integrate into a regular path in Secondary III.
3. Identification of Students	
3.1 Background	° Students aged 13 or 14 who have failed Secondary I but who have accumulated a certain number of credits by passing some subjects. ° Students with learning difficulties often directly related to difficulties in adjustment, in particular, a lack of motivation in school. ° Students who, in order to pass, require special education services at both the academic and behavioural levels.

3.2 Sources of Information	° School Report. ° Final examinations in mother tongue and mathematics. ° Balanced assessment profile. ° Psychometric tests. ° Case studies and recommendations by the staff of the school of origin.
4. Instructional Organization	
4.1 Formation of Groups	° First Option: Closed group with a limited enrollment in each subject. ° Second Option:[1] .Closed group with limited enrollment in mother tongue, mathematics, and second language. .Open groups and as far as possible, integration of students into regular path groups in other subjects.
4.2 Student-Teacher Ratio	° Ratio established by each school board, in accordance with rules for forming groups of students deemed to have "learning difficulties." ° In general, each group has an average of 18 students.
4.3 Timetable	° 6-day cycle made up of 36 periods of 50 minutes, or the equivalent. Characteristics: . Identical amount of teaching time allocated for mother tongue, mathematics, and second language. . Concentration of subjects into a shorter period of time than normally allocated for these programs in Secondary I (½ year per program). . Extending these programs over more than one year for Secondary II (1½ years per program). . Subject promotion principle applied when a subject is passed.

Note: See the following example.

[1] C. S. de Le Gardeur

Example: Original French Model

1st Year			2nd Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
6	Français 130-116* 130-216	6	6	Français 130-216	6
6	Mathématique 064-116* 064-216	6	6	Mathématique 064-216	6
6	Anglais 134-114* 134-214	4	6	Anglais 134-214	4
2	E.R.C 072-112 ou 072-212 ou F.M. 076-112 ou 076-212	2	2	E.R.C 072-212 ou 072-312 ou F.M. 076-212 ou 076-312	2
2	Éducation physique 044-112 ou 044-212	2	2	Éducation physique 044-212 ou 044-312	2
1	F.P.S. 115-111 ou 115-211	1	1	F.P.S. 115-211 ou 115-311	1
1	E.C.C. 106-111 ou 106-211	2	1	E.C.C. 106-211 ou 106-311	1
2	Arts plastiques 180-112 et	2	4	Histoire générale 085-214	4
2	Musique 165-112	2	4	Sciences physiques	4
4	Géographie gén. 092-114 ou Écologie 039-114	4	2	Arts plastiques 180-212 et	2
4	Économie familiale 120-214	4	2	Musique 165-212	2
36		34	36		34

Key: E.R.C.: Enseignement religieux catholique
F.M.: Formation morale
E.C.C.: Éducation au choix de carrière
F.P.S.: Formation personnelle et sociale

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* Credits obtained in the first year of the path.

Example: English Adaptation

1st Year			2nd Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
6	Eng. Lang. Arts 630-116* 630-216	6	6	Eng. Lang. Arts 630-216	6
6	Mathematics 564-116* 564-216	6	6	Mathematics 564-216	6
6	Fr. Second Lang. 634-114* 634-214	4	6	Fr. Second Lang. 634-214	4
2	C.R.M.I. 572-112 or 572-212 or P.M.R.E. 574-112 or 574-212 or Moral Education 576-112 or 576-212	2	2	C.R.M.I. 572-212 or 572-312 or P.M.R.E. 574-212 or 574-312 or Moral Education 576-212 or 576-312	2
2	Physical Education 544-112 or 544-212	2	2	Physical Education 544-212 or 544-312	2
1	P.S.E. 615-111 or 615-211	1	1	P.S.E. 615-211 or 615-311	1
1	C.C.E. 606-111 or 606-211	2	1	C.C.E. 606-211 or 606-311	1
2	Visual Art 680-112 and	2	4	General History 585-214	4
2	Music 665-112	2	4	Physical Science 557-224	4
4	General Geography 592-114 or Ecology 539-114	4	2	Visual Art 680-212 and	2
4	Home Economics 620-214	4	2	Music 665-212	2
36		34	36		34

Key: C.C.E.: Career Choice Education
P.S.E.: Personal and Social Education
C.R.M.I.: Catholic Religious and Moral Instruction
P.M.R.E.: Protestant Moral and Religious Education

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* Credits obtained in the first year of the path.

Components	Description
4.4 Assignment of Teachers	° See Model No. 1 (4.4) - page 51.
4.5 Organization of Space	° See Model No. 1 (4.5) - page 51.
4.6 Programs	° See Model No. 1 (4.6) - page 51.
4.7 Adaptation and Planning of Teaching	° See Model No. 1 (4.7) - page 51.
4.8 Teaching Materials	° See Model No. 1 (4.8) - page 52.
4.9 Student Services	° See Model No. 1 (4.9) - page 52.
4.10 Teacher Support	° See Model No. 1 (4.10) - page 53.

3. Organization of Continuous Individualized Paths for Learning - Proposed Model

Model

Field-tested by: C.S. de Le Gardeur

Components	Description
1. Type of Individualized Path	Continuous I.P.L. for the duration of secondary school and adapted to students deemed to have severe learning and adjustment difficulties.
2. Objectives	° To consolidate elementary school learning in mother tongue, mathematics, and second language. ° To attain Secondary I program objectives in mother tongue, mathematics, and second language, and Secondary II program objectives in all other subjects. ° To work towards the social and vocational integration of the students involved. ° To recognize the experiential achievements of these students.
3. Identification of Students	
3.1 Background	° Students aged 13 leaving elementary school who are behind by more than two years in mother tongue and mathematics. ° Students with severe learning and adjustment difficulties; students identified as having had difficulties since elementary school. ° Students who require special education services to maintain their progress in school (particularly remedial support combined with specific individual help) and who often require the help of a team of professionals.
3.2 Sources of information	° School Report. ° Final examinations in mother tongue and mathematics. ° Balanced assessment profile. ° Psychometric tests. ° Case studies and recommendations by the staff of the school of origin.

Components	Description
4. Instructional Organization	
4.1 Formation of Groups	° Special Classes ° Groups of pupils, as homogeneous as possible.
4.2 Student-Teacher Ratio	° Ratio established by each school board in accordance with rules for forming groups of students identified as having severe learning and adjustment difficulties, and for mildly intellectually disabled students.
4.3 Timetable	° 6-day cycle made up of 36 periods of 50 minutes, or the equivalent. Characteristics: . Identical amount of teaching time allocated for mother tongue, mathematics, and second language. . Extension of programs over two years, except in exceptional cases. . Extension of compulsory subjects over first four years of this path to accomodate the learning rates of these students.

Note: See the following example.

Example: Original French Model

1st Year			2nd Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
6	Français (prog. primaire)	-	6	Français (prog. primaire)	-
6	Mathématique (prog. primaire)	-	6	Mathématique (prog. primaire)	-
6	Anglais (prog. primaire)	-	6	Anglais (prog. primaire)	-
2	E.R.C (prog. fin primaire) ou F.M. (prog. fin primaire)	-	2	E.R.C 072-112 ou F.M. 076-116	-
2	Éducation physique (prog. fin primaire)	-	2	Éducation physique 044-112	2
2	F.P.S. (prog. fin primaire)	-	2	F.P.S. 115-111	-
4	Écologie 039-114	-	4	Écologie 039-114*	4
2	Arts plastiques 180-112	-	2	Arts plastiques 180-112*	2
2	Musique 165-112	-	2	Musique 165-112*	2
4	E.M.T. 060-132	-	4	E.M.T. 060-132*	2
36		0	36		12

Key: : E.R.C.: Enseignement religieux catholique
F.M.: Formation morale
E.M.T.: Éducation manuelle et technique
F.P.S.: Formation personnelle et sociale

* Credits obtained in the second year of the path.

Example: Original French Model

3rd Year			4th Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
6	Français 130-116	-	6	Français 130-116**	6
6	Mathématique 064-116	-	6	Mathématique 064-116**	6
6	Anglais 134-114	-	6	Anglais 134-114**	4
	E.R.C 072-112			E.R.C 072-212	
2	ou F.M. 076-112	2	2	ou F.M. 076-212	2
2	Éducation physique 044-212	2	2	Géographie générale 092-114**	4
1	F.P.S. 115-111	1	4	Biologie 035-314	-
1	E.C.C. 106-111	1	4	Économie familiale 120-214**	4
4	Géographie générale 092-114				
4	Économie familiale 120-214	-	6	E.M.T. 060-222** or 060-232	2
4	E.M.T. 060-222 or 060-222*	- (2)			
36		6 or 8	36		28

Key: E.R.C.: Enseignement religieux catholique
F.M.: Formation morale
E.M.T.: Éducation manuelle et technique
F.P.S.: Formation personnelle et sociale

* Credits obtained in the third year of the path.
** Credits obtained in the fourth year of the path.

Example: Original French Model

5th Year			6th Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
2	An introduction to the working world	- *		One day per week at school	**
10	Workshops	- *			
12					
	. Two days per week at school . Three days per week of on-the-job training - first phase in the process of integrating these students into the working world.			. Four days of on-the-job training - implementation of a program of social integration adapted to these students.	**

* Form and content to be specified.
** Procedures for recognizing experiential achievements to be determined.

Example: English Adaptation

1st Year			2nd Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
6	Eng. Lang. Arts (elem. school prog)	-	6	Eng. Lang. Arts (elem. school prog)	-
6	Mathematics (elem. school prog)	-	6	Mathematics (elem. school prog)	-
6	French Second Lang. (elem. school prog)	-	6	French Second Lang. (elem. school prog)	-
2	C.R.M.I. (end of elementary school) or P.M.R.E. (end of elementary school) or Moral Education (end of elementary school)	-	2	C.R.M.I. 572-112 or P.M.R.E. 574-112 or Moral Education 576-116	-
2	Physical Education (end of elementary school)	-	2	Physical Education 544-112	2
2	P.S.E. (end of elementary school)	-	2	P.S.E. 615-111	-
4	Ecology 539-114	-	4	Ecology 539-114*	4
2	Visual Art 680-112	-	2	Visual Art 680-112*	2
2	Music 665-112	-	2	Music 665-112*	2
4	M.T.E. 560-132	-	4	M.T.E. 560-132*	2
36		0	36		12

Key: M.T.E.: Manual and Technical Education
P.S.E.: Personal and Social Education
C.R.M.I.: Catholic Religious and Moral Instruction
P.M.R.E.: Protestant Moral and Religious Education

* Credits obtained in the second year of the path.

Example: English Adaptation

3rd Year			4th Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
6	Eng. Lang. Arts 630-116	-	6	Eng. Lang Arts 630-116**	6
6	Mathematics 564-116	-	6	Mathematics 564-116**	6
6	French Second Lang. 634-114	-	6	French Second Lang. 634-114**	4
2	C.R.M.I. 572-112 or P.M.R.E. 574-112 or Moral Education 576-112	2	2	C.R.M.I. 572-212 or P.M.R.E. 574-212 or Moral Education 576-212	2
2	Physical Education 544-212	2	2	General Geography 592-114**	4
1	P.S.E. 615-111	1	4	Biology 535-314	-
1	C.C.E. 606-111	1	4	Home Economics 620-214**	4
4	General Geography 592-114	-	6	M.T.E. 560-222** or 560-232**	2
4	Home Economics 620-214	-			
4	M.T.E. 560-222 or 560-222*	- (2)			
36		6 or 8	36		28

Key:
- C.C.E.: Career Choice Education
- M.T.E.: Manual and Technical Education
- P.S.E.: Personal and Social Education
- C.R.M.I.: Catholic Religious and Moral Instruction
- P.M.R.E.: Protestant Moral and Religious Education

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* Credits obtained in the third year of the path.
** Credits obtained in the fourth year of the path.

Example: English Adaptation

5th Year			6th Year		
Time Blocks	Subject	Credits	Time Blocks	Subject	Credits
2	An introduction to the working world	- *		One day per week at school	**
10	Workshops	- *			
12					
	. Two days per week at school . Three days per week of on-the-job training - first phase in the process of integrating these students into the working world.			. Four days of on-the-job training - implementation of a program of social integration adapted to these students.	**

* Form and content to be specified.
** Procedures for recognizing experiential achievements to be determined.

Components	Description
4.4 Assignment of Teachers	° Instruction given by teachers in Field 1* of the teachers' contract. ° Assignment to each group of a homeroom teacher who is responsible for teaching basic subjects and certain other subjects according to arrangements determined by the school. ° Reduction to a minimum of the number of teachers involved with each group of students.
4.5 Organization of Space	° Minimal movement of groups to provide a reassuring school environment. ° Search for measures designed to encourage genuine and meaningful integration of students into the school community. ° Use of a resource room for teaching individual students or small groups.
4.6 Programs	° Use of official secondary and elementary school programs. Interventions aimed at helping students complete elementary programs or develop skills covered in elementary school should be based on the official programs.
4.7 Adaptation and Planning of Teaching	
4.7.1 Teaching Approach	° Use of most appropriate instructional strategies in terms of students' needs and learning rates. ° Development of a teaching approach that emphasizes subject integration.
4.7.2 Distribution of Program Content	° Distribution of the objectives and content of each extended program in keeping with the goals of this type of organizational model, as well as the students' achievements and learning rates - distribution may change for different groups.

* Teachers of preschool, elementary and secondary students with learning and adjustment difficulties.

Components	Description
4.7.3 Evaluation of Students	° Evaluation of students is closely correlated with instructional planning and is designed to assess students' progress in learning and their degree of attainment of program objectives. ° Forms and methods of evaluation: . Formative evaluation: - continuous - using appropriate instruments, including: . pretests at the beginning of the school year to assess students' skills and knowledge in each subject; . descriptive school report. . Summative evaluation: - flexible - frequency determined on the basis of students' learning rates; - use of measurement instruments suited to the particular characteristics of each group of students; - results are recorded in each student's school report; - required for the recognition of students' educational and experiential achievements. At the end of this path, all achievements are officially recognized in the form of an attestation by the school board (educational achievements recognized as credits towards a SSD, SSVD, or SSVC).
4.8 Teaching Materials	° Use of teaching materials which are consistent with the programs and suitable for I.P.L. students.
4.9 Student Services	° Depending upon the staff and resources available in each school, an I.P.L. should generally be set up with the support of a multidisciplinary team working together to provide the students with a variety of student services, including: . constant remedial instruction services to support their learning; . interventions by special education teachers in close collaboration with the homeroom teacher of each group; . professional counselling by, for example: - psychologist, - guidance counsellor, - social worker, - health-care professional. . job search services.

Components	Description
4.10 Teacher Support	° Workshops and support for teachers to help them apply the means and strategies adopted by their schools for teaching groups of students following I.P.L.s. ° Instructional support provided for teachers with regard to: . the organizational structure for continuous paths that has been adopted by the school, overall goals for the students following I.P.L.s; . defining the characteristics of students identified as having severe learning difficulties, and the criteria for group formation; . adaptation of teaching, teaching practices, and intervention measures as required to achieve the objectives identified; . instructional planning in keeping with the approaches adopted for this type of path; . use of appropriate teaching materials; . evaluation of students' progress in keeping with instructional planning and the principle of recognizing academic and experiential achievements.
4.11 Distinctive Features	° Path with the fundamental goal of enabling students to function in society as autonomous persons, which necessarily entails preparing the students for social and vocational integration. ° Path which, for the last two years, in terms of both structure and content, may also be used as an individualized path for learning for students 16 years of age and over who are identified as having severe learning or adjustment difficulties.

4. Organization of Individualized Paths for Learning for Young People 16 Years of Age and Over - Perspectives for Development

Organizational structures similar to that of the continuous individualized path presented in this document, particularly the last two years of this path, could be set up for students 16 years of age and over who:

- have previously followed a temporary individualized path, but cannot be integrated into a regular path;
- are identified as having severe learning and adjustment difficulties from the time they enter secondary school, and who, as a result, will remain in individualized paths throughout their secondary schooling;
- seem likely to drop out or who show little interest in continuing their studies to obtain a Secondary School Diploma (SSD) or a Secondary School Vocational Diploma (SSVD).

The following two diagrams show how appropriate educational services could be provided for students 16 and over coming from temporary paths, and suggest certain avenues to explore on the organizational level.

Some school boards are currently participating in research and development projects in this area in collaboration with the ministère de l'Éducation. These paths are being set up in order to:

- develop and suggest individualized path models for the various groups of students identified previously, taking into account their specific needs and achievements;
- define, for the programs that have been adopted, basic educational content designed to prepare these students to adequately function as active members of society;
- define specific social and vocational integration profiles adapted to these young people, which entails:
  - determining the form and content of work/study programs designed to prepare these students for trades and occupations for which they do not require an SSVD or an SSVC;

- ° determining the content of programs offered in school workshops that will enable students to acquire general work skills;

- specify procedures which will make it possible for some of these students to eventually acquire an SSVC;

- plan evaluation procedures which make it possible to formally recognize students' achievements in school and in the workplace;

- identify the requirements for the implementation and smooth functioning of this type of path, such as procedures for student support and supervision, supervision of on-the-job training, and allocation of human and material resources.

At a later date, when the current work is completed, other organizational models will be made available to provide frames of reference to guide schools and school boards in developing their own models.

Working Hypotheses for the Definition of an Organizational Framework for Individualized Paths for Students 16 years of Age and Over

First Option:

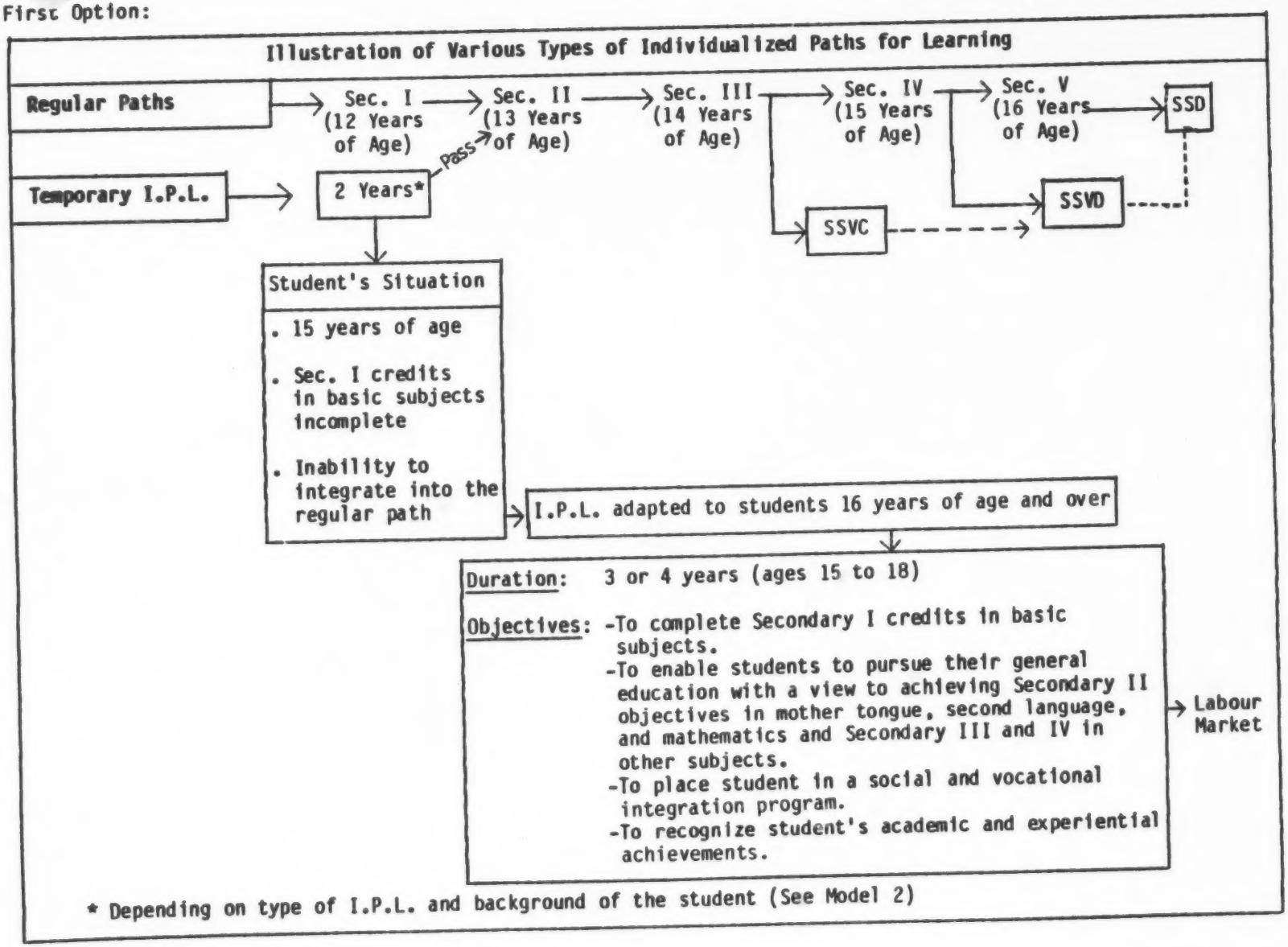
Illustration of Various Types of Individualized Paths for Learning
Regular Paths
Sec. I (12 Years of Age)
Sec. II (13 Years of Age)
Sec. III (14 Years of Age)
Sec. IV (15 Years of Age)
Sec. V (16 Years of Age)
SSD
Temporary I.P.L.
2 Years*
Pass
SSVC
SSVD
Student's Situation
. 15 years of age
. Sec. I credits in basic subjects incomplete
. Inability to integrate into the regular path
I.P.L. adapted to students 16 years of age and over
Duration: 3 or 4 years (ages 15 to 18)
Objectives: -To complete Secondary I credits in basic subjects.
-To enable students to pursue their general education with a view to achieving Secondary II objectives in mother tongue, second language, and mathematics and Secondary III and IV in other subjects.
-To place student in a social and vocational integration program.
-To recognize student's academic and experiential achievements.
Labour Market
* Depending on type of I.P.L. and background of the student (See Model 2)

Second Option:

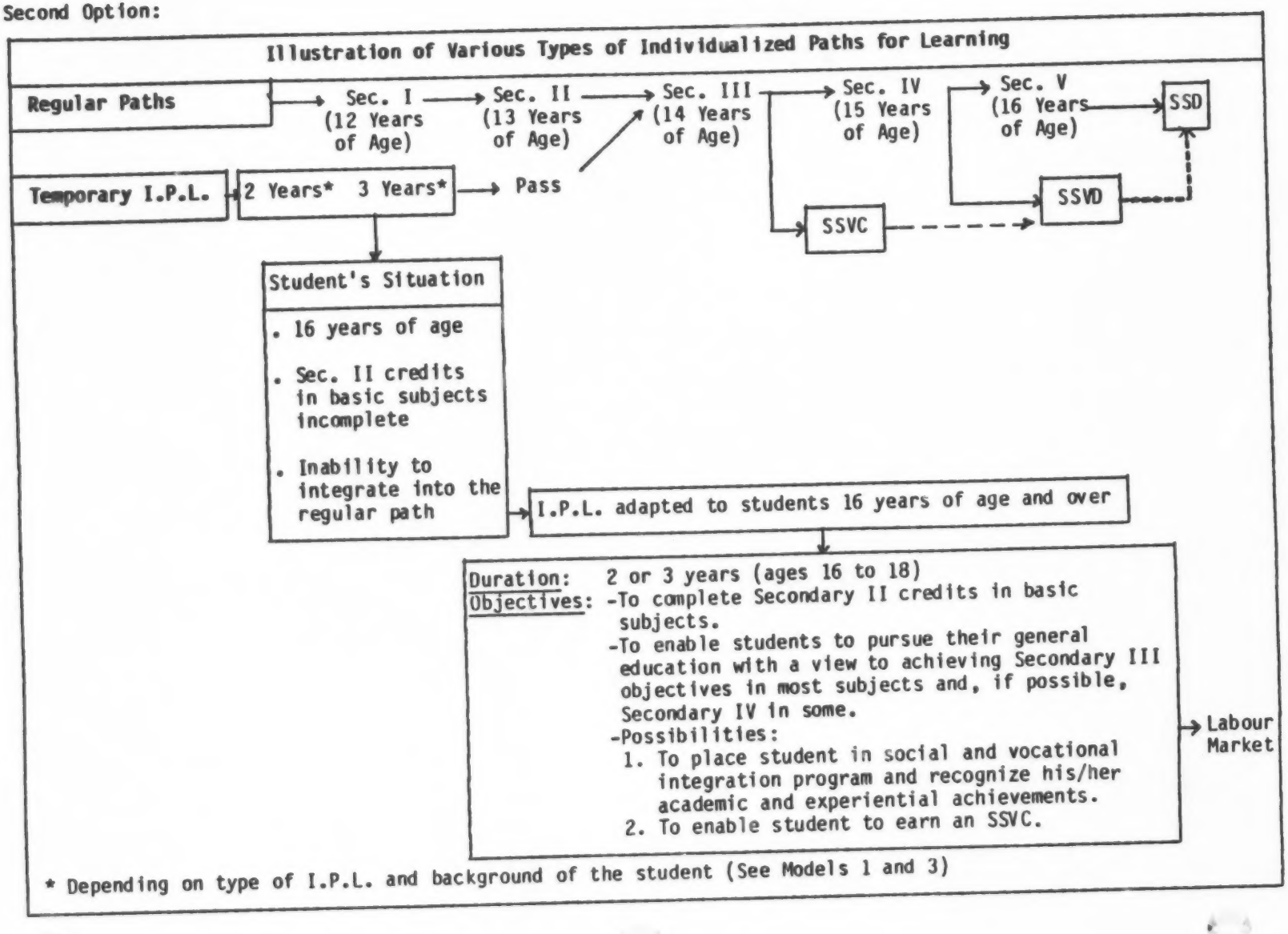
Illustration of Various Types of Individualized Paths for Learning
Regular Paths
Sec. I (12 Years of Age)
Sec. II (13 Years of Age)
Sec. III (14 Years of Age)
Sec. IV (15 Years of Age)
Sec. V (16 Years of Age)
SSD
Temporary I.P.L.
2 Years* 3 Years*
Pass
SSVC
SSVD
Student's Situation
. 16 years of age
. Sec. II credits in basic subjects incomplete
. Inability to integrate into the regular path
I.P.L. adapted to students 16 years of age and over
Duration: 2 or 3 years (ages 16 to 18)
Objectives: -To complete Secondary II credits in basic subjects.
-To enable students to pursue their general education with a view to achieving Secondary III objectives in most subjects and, if possible, Secondary IV in some.
-Possibilities:
1. To place student in social and vocational integration program and recognize his/her academic and experiential achievements.
2. To enable student to earn an SSVC.
Labour Market
* Depending on type of I.P.L. and background of the student (See Models 1 and 3)

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